

Introduction

School employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2nd July 2020 and is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

Risk assessment is about identifying sensible measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

Likelihood - For each issue/situation, determine the likelihood it will occur.

Severity (outcome) - **determine** the potential injury/health.

Likelihood	Severity
4 = Certain = common or frequent occurrence	4 = Major risk - death, loss of limbs, etc
3 = Probable = likely to occur sometime	3 = High risk - broken bones, burns, etc
2 = Possible = may occur sometime	2 = Moderate risk - cuts, bruises, sickness, etc.
1 = Improbable = unlikely to occur	1 = Minimal risk - strain, shaken, no injury, etc

The matrix (below) provides a method to determine the level of risk, with the Likelihood and Severity being independently scored and plotted.

RISK LEVEL MATRIX					
PROBABILITY (LIKELIHOOD)	4	Low	High	Very High	Very High
	3	Low	Med	High	Very High
	2	Low	Low	Med	High
	1	Low	Low	Low	Low
		1	2	3	4
		SEVERITY (OUTCOME)			

Once the likelihood and severity of the risk have been assessed they are plotted on the risk profiling grid above and the risk rating defined e.g. If a risk has a likelihood of 3 – Likely and a severity of 1 – Minimal, the risk rating will be $3 \times 1 = 3$. This would mean the risk is low and arrangement would be adequate. Example as follows:

	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers	1x1=1	<ul style="list-style-type: none"> Planning for full attendance of all year groups and where possible complete the daily DFE attendance return Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 Children whose doctors have confirmed that they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. A copy of the letter can be requested from parents. Children who live with someone who is extremely clinically vulnerable but who are not vulnerable themselves should still attend school. Parents who have opted to home educate their child should be encouraged to send their child to school, particularly those who are vulnerable. Requests for support for vulnerable families sent through Early Help Hubs and individual risk assessments, Any specialist equipment required is returned to school/additional equipment made available to support return Preparedness to implement Test and Trace as set out in the latest guidance Some pupils with SEND will need help and preparation for the change to routine that this will involve so teachers and send coordinators should plan to meet these needs for example social stories. 	Y Y Y Y Y Y Y	<ul style="list-style-type: none"> The daily DFE attendance return is completed every day. The learning mentor is well trained to support children in need of additional support. Daily attendance overview is circulated to SLT daily for action. Children shielding have been risk assessed and advice from their medical team has been sought to confirm shielding. The parents of all children with Asthma or a known medical condition have been consulted. The Family Support Worker is in constant contact with parents of vulnerable children and their support team. Vulnerable families are risk assessed and requests for support are implemented efficiently. Parents meetings took place via Teams before the February half term break. SEND concerns were raised and addressed with the SENDCO and with support workers (where necessary) One Page Profiles are up to date. All EHCPs are up to date. The school is in constant communication with Social Workers and Family support workers. Meetings have been facilitated in school for families who need to meet Social workers where to do so at home would raise further safeguarding concerns. Social workers and support workers were notified of school lockdown. SENDCO phoned all families of SEND children to discuss places during lockdown. 	2x1=2

<p>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</p>	<p>1x1=1</p>	<ul style="list-style-type: none"> • Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (<u>added in v2</u>) • XXX pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases. 	<p>Y Y Y Y Y</p>	<ul style="list-style-type: none"> • In school admission policies and practices have been reviewed and the school's admission statement has been approved. • All EHCP annual reviews have taken place. • Children are in bubbles for the whole day; playtime, lunchtime and lesson time. • A comprehensive system is in place for pupil movement. • Waiting lists are regularly reviewed. • The Y6 (2021/22) transition to secondary school action plan is in place. • The EYFS (2021/22) Action plan is in place and transition has started. 	<p>1x1=1</p>
---	--------------	--	----------------------------------	--	--------------

2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	1x1=1	<ul style="list-style-type: none"> Reduced contact between bubbles/groups continues to be reinforced Adaptations to the classroom are made to support distancing where possible. This could include seating pupils side by side and front facing rather than face to face or side on. SLT and site management team meeting to review school site and specify entry/exit points and classroom use XXX of unused classrooms that could be utilised Engagement of appropriate services for families not engaging Curriculum leads in school meet regularly to review impact of plan 	Y Y Y Y Y Y	<ul style="list-style-type: none"> Entrance/exit routes agreed, and risk assessed. This has been communicated to parents. Curriculum plans and remote learning plans have been shared with parents. All rooms have been reorganised; children are facing the front. Families needing support have been contacted and signposted. Curriculum leads meet virtually. 	1x1=1
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	1x1=1	<ul style="list-style-type: none"> Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Classroom size and numbers reviewed through daily planning. Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing. Spare furniture removed that will not be used. Clear signage displayed in classrooms promoting social distancing. Hand washing facilities identified for each learning zone Ventilation is increased while spaces are unoccupied i.e. break times. Arrangements in place to support pupils when not at school with remote learning at home. This includes when a child is told not to attend school because they are to comply with clinical or public health advice. Face coverings should be worn in classrooms unless social distancing can be maintained. This does not apply to situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity i.e. PE In EYFS handwashing supervision is in place 	Y Y Y Y Y Y Y Y Y Y Y	<ul style="list-style-type: none"> All classes have been arranged so that children are seated in rows facing forward, with the exception of EYFS. All furniture which is not needed has been removed to maximise space. Teaching takes place from the front of the classroom. EYFS have limited equipment in the classroom and furniture has been arranged to promote social distancing as far as is practicable. Lunchtimes are staggered. There is a rota in place for attending the toilet. All classrooms have handwashing facilities inside the classroom and antibacterial stations outside of their classroom. Staff have been reminded about ventilation, SLT regularly walk the site to ensure that rooms are adequately ventilated. The kitchen is operational, hot meals have been provided. 	1x1=1

		<ul style="list-style-type: none"> • The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Staffing arrangements for lunchtime also need to be considered to ensure that colleagues have a reasonable break. • Regular reviews of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures. • Schools should continue to engage with their local immunisation programmes on site, ensuring that these will be delivered in keeping with the school's control measures. • Participation in the testing programme for staff. 	Y Y Y Y	<ul style="list-style-type: none"> • All classes eat in their classrooms with their TAs. Sports coaches facilitate lunchtime activity. • Additional handwashing facilities for the school playground are in place. • A remote learning policy has been implemented which include sending work to children shielding or isolating at home. This has been shared with parents. • Arrangements for lunchtime ensure that all staff have a break in line with their contract. • All adults on site wear a mask at all times, staff, visitors and parents. All staff wear a face shield or clear mouth guard so that children can see them speak. 	
--	--	--	------------------------------	---	--

There is a need for additional space to allow for curriculum to be fully delivered	1x1=1	<ul style="list-style-type: none"> • Encourage the use of outdoor space, weather dependent • Identify available large spaces and appropriate timetabling e.g., dining areas, halls, studios, particularly in outdoor areas. • Make arrangements for use of alternative sites with support from the responsible body • Large gatherings and assemblies prohibited. • Design layout and arrangements in place to enable social distancing. • The EYFS environment is re-organised to meet requirements of social distancing • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories • Careful consideration of how to minimise risk from music classes, i.e. singing, chanting, playing wind or brass instruments. 	Y N/A Y Y Y Y Y	<ul style="list-style-type: none"> • The dining hall will not be used for eating; all children currently bring in sandwiches whilst the school is in partial lockdown. • Timetables are in place for use of all large spaces both inside and outside of the school building • The hall will be used for PE only when outside PE is not possible. • Social stories have been created for all children who need them and have been shared with parents. • We will not be using the music service for the spring term 2021. • A full outdoor learning timetable is in place. • CPD programme resumes on 8/3/21: the PE lead and Sports Coaches will train teachers in outdoor learning, physical activity, outdoor PE. 	1x1=1
--	-------	--	---	--	-------

		<ul style="list-style-type: none"> • . • Outdoor sports should be prioritized where possible, and large indoor spaces used where it is not, maximizing distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. • A separate risk assessment from any external provider is required and must be reviewed • Performances with and audience should not be hosted, consider alternatives such as live streaming and recording performances subject to the usual safeguarding considerations and parental permissions. 	Y Y Y	<ul style="list-style-type: none"> • A PE timetable is in place. This includes remote PE lessons • All classes take part in outdoor learning every day. • Forest school is a key feature of the curriculum in each year group. • A procedure is in place for sterilising all equipment after use. • KS2 children will not be going swimming for the spring term 2020. • Outside agencies have provided a risk assessment which has been reviewed and agreed. • The school nurse, Educational Psychologist, Social workers, Pupil and school support have visited school. Flu immunisations took place, hearing and eye tests have taken place. • Parents have been notified of the school's commitment to outdoor learning as waterproof clothes have been provided by parents. • Performances have been shared with parents during Remote Learning. There will be increased opportunity to perform as part of the Speaking and Listening focus in Spring term. It is hoped that the Y6 leavers assembly will take place this year and will be facilitated with strict social distancing measures in place. 	
3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	1x1=1	<ul style="list-style-type: none"> • As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils • Parent and pupil handbooks created reflecting changes to 	Y Y Y	<ul style="list-style-type: none"> • Parents receive a weekly newsletter. • There is a Covid 19 section on the school website. • The reopening plan and policies have been adjusted, and new arrangements will be shared with parents when changes are made. • Parents have access to the Family Support 	1x1=1

		<p>usual school policy</p> <ul style="list-style-type: none"> • Advice is made available to parents on arrangements testing for COVID-19 • Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods • For pupils with an EHCP discuss Risk Assessment with parents and where appropriate with pupils. • Support for individual pupils is planned through Risk Assessment and any issues addressed through SLT discussion • Support for pupil, parent anxiety about return to work and vulnerability to COVID 19 • Bring any support requests to LA SEND panel • Requests for support for vulnerable families sent through Early Help Hubs <p>?</p>	<p>Y</p> <p>Y</p>	<p>email should they need support.</p> <ul style="list-style-type: none"> • Newsletters regularly highlight national updates and signpost to the school website. • All parents of children with an EHCP have been contacted and reintegration discussed. All meetings with external SEND support agencies have been attended. • All meetings with external safeguarding services have been attended. • Following Risk Assessment, a separate support bubble has been set up to cater for the high level of social and interaction needs of 5 children who will need greater support upon reintegration back into school. The plan will be to settle the children and gradually reintroduce them to the class bubble. 	
Parents and carers may not fully understand their responsibilities should a child show symptom of COVID- 19	2x1=2	<p>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</p> <ul style="list-style-type: none"> • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy • Ensure contact details of families are up to date. • 	Y	<ul style="list-style-type: none"> • The school website is updated when new guidelines are published; parents are informed through the newsletter when changes are made. • The procedure for illness is published in the school's reopening plan. • The contact details for all children are up to date. 	2x1=2
Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place	1x1=2	<ul style="list-style-type: none"> • Request daily changes of clothes where possible to reduce the risk of infection Request daily changes of clothes where possible to reduce the risk of infection. Uniforms do not need to be cleaned any more often than or differently to usual. • Refer to school's hygiene policies • Clarity around attendance expectations; in particular, when COVID-19 is a risk factor within the family • Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents • https://www.forwardthinkingbirmingham.org.uk <p>?</p>	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • EYFS parents have been told to send additional clothing in sterile bags. • The Government attendance procedures have been reviewed 8/3/21. It states that school attendance is mandatory. • Forward Thinking Birmingham website link on Coronavirus section of website. • Daily contact is made to families whose children are absent. • Safe and well visits take place for families for whom contact hasn't been made. 	1x1=1

4. The school day This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social distancing guidelines	1x1=1	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. Different entrances/exits are identified and used for different groups. Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. <p>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised.</p> <ul style="list-style-type: none"> Floor markings are visible where it is necessary to manage any queuing. Attendance patterns have been optimised to ensure maximum safety. A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. DSLs should maintain a focus on vulnerable children, particularly in preparing for bubble isolation and should notify key workers 	Y Y Y Y Y	<ul style="list-style-type: none"> The up to date reopening plan states that all entrances/exits will be used. All children enter school independently; parents do not come onto site first thing in the morning Parents collect their children from the class door in EYFS/KS1. KS2 parents collect children from their designated space in the playground. SLT and pastoral staff will be on hand to support at each gate and each school entrance to support children. The DSL and family support worker identify children on the daily attendance return and inform key workers. If a bubble closes, the status of vulnerable children is reviewed, and key workers informed. 	1x1=1
Daily attendance registers for new cohorts are not in place	1x1=1	<ul style="list-style-type: none"> Designate staff responsibility for completion of the school daily attendance registers XXX responsible for completion of DfE daily submission (if applicable) Regular reporting and monitoring of attendance to responsible body 	Teachers FSW HT report	<ul style="list-style-type: none"> All registers are in place for both face to face and remote learning. They are collated daily. The FSW and HT monitor registers daily. Those children who have not been 'seen' receive a phone call and issues discussed with parents, including access to devices. A HT report is regularly sent to Governors and the risk assessment is also circulated and discussed. 	1x1=1

Staff may not fully understand their responsibilities if they or a child show symptom of COVID- 19	1x1=1	<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health • Ensure contact details of families are up to date. 	Y Y Y	<ul style="list-style-type: none"> • Weekly staff meetings reinforce procedures. • Further staff meetings are arranged if required. • All contact details are up to date. • The staff handbook highlights procedures and expectations. 	1x1=1
Resumption of day visits		<ul style="list-style-type: none"> • Dfe advice against all educational visits currently. This advice will be kept under review. Continue to work with the educational Visits Advisory Service. 		<ul style="list-style-type: none"> • The school will not be taking part in educational visits until further guidance is given. 	

5. Provision for meals and FSM.

Consider alongside <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>

Pupils eligible for free school meals do not continue to receive vouchers	1x1=1	<ul style="list-style-type: none"> Issues with food poverty to be addressed through application to Early Help Hubs A member of the school's administrative team is tasked with ensuring that pupils eligible for FSM when in school and continue to receive vouchers/school meals when not in school. FSM scheme is continuing. FSM vouchers are given to families who are not in attendance and are eligible. 	Y Y	<ul style="list-style-type: none"> When a class bubble is sent home for isolation, school meal vouchers are issued to all children entitled to UFSM and FSM. The Office Manager is responsible for ensuring that all children entitled to FSM and Universal FSM receive vouchers when the children are not in attendance during a local/national/school /bubble lockdown or isolation. The Family Support Worker has close links with community hubs and refers parents as appropriate. 	1x1=1
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	3x3=9	<ul style="list-style-type: none"> Feasibility on continuation or reimplementation of wrap- around provision. Seeking wraparound services from other providers such as PVIs and Childminders. Where it is not possible to group children in the same bubbles and that they are in during the school day you should try to keep them in the small groups of no more than 5 children and at least on E staff member., with the same children as much as possible. Advise parents and carers that they should be limiting their use of multiple out of school settings and should, as far as is possible, only be sending their children to one out of school settings in order to minimise mixing Offer services on rotational basis. Consideration of use of space for food preparation and consumption Communicate decisions to parents Collaborate with other schools where there are arrangements in place Seek support from LA and other voluntary agencies 	Y NC Y Y Y Y	<ul style="list-style-type: none"> Childcare will reopen on 8/3/21. There are 30 spaces and children will sit at socially distanced tables in the school hall. A light snack will be provided. Operating hours 8.00 -8.30 and 3.00-5.00pm. Discussion with other schools in South Birmingham have taken place; our procedures are in line with the procedures at other schools. Information about WAC has been communicated to parents. Information about PVIs and childminders has been provided to parents. 	3x3=9

Meals are not available for all children in school	1x1=1	<ul style="list-style-type: none"> • Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Consider lunchtimes in the classroom for younger year groups. • Usual considerations in place for dietary requirements 	Y Y Y Y Y Y Y	<ul style="list-style-type: none"> • Usual arrangements for dietary requirements are in place • Children will eat in their classrooms and lunches will be staggered. • Children will be supervised throughout lunchtime by TAs, teachers and sports coaches. • TAs and sports coaches will take their breaks on a staggered rota. 	1x1=1
--	-------	--	---------------------------------	---	-------

6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19						
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	1x1=1	<ul style="list-style-type: none">Safeguarding remains highest priority and policy is updated to reflect changesAll staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending schoolAll DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirementsExpectations to be shared with pupils in the event of the need to evacuate the building in an emergencyReference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval.	Y Y Y Y Y Y	<ul style="list-style-type: none">All safeguarding policies are in place.Fire procedures have been evaluated and all policies have been reviewed.Training day 4th January 2021- Medical needs training, Fire safety training, SEND training.The Critical Incident Policy has been reviewed.Fire evacuation procedures have been practiced.Safeguarding Policy approved with Gov’s September 2020.All staff have received annual safeguarding training, allergy training and fires safety training autumn/spr term 2020/21.)	1x1=1	
High risk of increased disclosures from returning pupils	1x1=1	<ul style="list-style-type: none">DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupilsContact is maintained with families where there are vulnerable pupils that are not attending school due to isolation and or following GP adviceMulti-agency arrangements in place to support early helpSchool is aware of support through Early Help HubsAdvice is available through CASS, BCC Safeguarding and BCC Prevent Team	Y Y Y Y Y	<ul style="list-style-type: none">4 members of staff have DSL training; therefore, capacity can be maintained during full reopening.Families known to be vulnerable have been spoken to at least once each week, home visits have taken place, as appropriateTeams meetings have taken place for all vulnerable families, as necessary.Key staff have attended all meetings.Additional adults in each classroom support mental health and wellbeing.	1x1=1	

Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	2x2=4	<ul style="list-style-type: none"> • Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. • Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 	Y Y Y	<ul style="list-style-type: none"> • Staff have been given information about all available resources to support their mental health. • A risk assessment has been carried out for all members of staff who are, pregnant, have a medical condition or who are over 50 years of age. • All staff (who have opted to) have received their first vaccination. • Support services are signposted on the school website. • Phase meetings highlight staff wellbeing. • There is a reporting procedure in place for staff concerns about colleagues. • The staff wellbeing champion will continue to make regular contact with staff and pass concerns to the HT. • Governors are kept up to date about staff wellbeing through the HT reports. • Phase meetings 2/3/21 discussed reopening and concerns have been addressed. 	1x2=2
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils' behaviour on return to school does not comply with social distancing guidance	2x1=2	<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children, this is done through age- appropriate methods such as stories and games. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured and closely supervised. The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of 	Y Y Y Y Y Y	<ul style="list-style-type: none"> • All notice boards in classes have age appropriate social distancing, hygiene displays, and new rules related to COVID 19 are displayed. • Signage around school is appropriate for all children. • The hygiene and social distancing slide show is reviewed through regular assemblies. • Timetables across the school have been implemented and toilet rotas are in place. • Playground rotas are in place. • Portable toilets have been positioned in the school playground. • Weekly newsletters and regular HT letters outline to parents' school and national 	1x1=1

		<p>social distancing measures and arrangements are reviewed.</p> <ul style="list-style-type: none"> • Messages to parents to reinforce the importance of and exhibit social distancing. 		<p>expectations/procedures.</p> <ul style="list-style-type: none"> • There are a few areas of the school, particularly corridors, where crossover of pupils/staff is inevitable, but these are managed effectively through good supervision. There are additional adults in each classroom. 	
--	--	--	--	--	--

<ul style="list-style-type: none"> • Curriculum Priorities including any approach to catch up support 					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	3x2=6	<ul style="list-style-type: none"> • Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning • e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. • Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. • Up to and including key stage 3, prioritization within subjects of the most important components above removing subjects • e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. 	Y Y Y Y Y	<ul style="list-style-type: none"> • Reading and maths tests will be completed w/b 22/3/21. Results will be analysed and a full report regarding progress and attainment will be reported to CSTL on 22/4/21. • Catch-up funding will focus on the Government's drive for physical activity, social interaction and enrichment. All staff are taking part and catch up will begin on 15/3/21. • Remote tutoring lessons will be implemented by staff to take place after school. • Additional adults support in class and remotely in order to address gaps...where possible. • Teachers planning addresses gaps in learning. • All classes have been assigned an additional adult to support as part of the bubble. • Teams learning platform has been implemented. • Forest school has been implemented for all classes. 	2x3=6

		<ul style="list-style-type: none"> Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. <ul style="list-style-type: none"> Relationships and health education (RHE) for primary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021. Additional financial support has been made available to schools to address gaps in learning. Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning Consider the response to young children who have fallen behind in their self-care skills School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school For pupils in Reception disapplication of specific EYFS requirements can be used where Coronavirus restrictions prevent settings delivering the EYFS in full. Consider the response to children who have fallen behind in their personal care skills For pupils in Key stage 1 and 2 you are expected to prioritise identifying gaps and reorganise restablising good practice and good progress are essential 	Y Y Y Y Y Y Y	<ul style="list-style-type: none"> School is part of the national EYFS baseline pilot. Further guidance is awaited. The NELI project has been suspended during national lockdown. SRE policy has been agreed and adopted by parents, gobs and key modules have been included in teacher long term and short-term planning. Online times tables and reading portals will continue to be accessed by children as part of the school's Homework Policy. Reading is the key priority in all lessons. All children in EYFS and KS1 have an Oxford Owl reading log in for online reading, this will continue post lockdown as the children's homework md also for use during lessons. All children in KS2 have been allocated a log in to access myON reading which is aligned to Accelerated Reader. Teachers monitor the number of books read and are using the comprehension quizzes to assess. A part time teacher has been allocated to KS1 for reading and phonics intervention. A teacher has been allocated to KS2 to undertake reading interventions. 	
School unable to meet full provision required in line with EHCP	2x3=6	<ul style="list-style-type: none"> Supporting the delivery of each EHC plan. Work with families to coproduce alternative arrangements for delivering provision. These decisions should be considered on a case by case basis Review individual pupil's EHCP to consider what can reasonably be provided whilst in school Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan 	Y Y Y Y	<ul style="list-style-type: none"> All EHCP annual reviews have taken place. LA SEND support has been brokered and children in need of assessment have received support from the outside agencies who were working with them prior to the previous lockdown. The LA SEND Panel has been consulted as appropriate. 	1x1=1

		<ul style="list-style-type: none"> • Access support through health and social care offer • Support offered through LA SEND Panel/ Early Years Inclusion Support Service 			
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school	3x2=6	<ul style="list-style-type: none"> • Access BEP offer for online resources • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition 	Y Y Y Y Y Y	<ul style="list-style-type: none"> • A learning platform has been implemented and support for families experiencing ICT poverty will be brokered. • 64 laptops/iPads have been loaned to children. • The Family Support Worker continue to apply for funding for identified families. • Additional internet data has been circulated to parents who have requested further internet support. Data has been provided by Vodafone. • 	2x2=4

Pupils moving on to the next phase in their education are ill-prepared for transition	1x1=1	<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with destination institutions...nursery/reception, primary/secondary to assist with pupil transition • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. 	Y Y Y Y	•	1x1=1
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	1x1=1	<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout. • Support for mental health and well-being is communicated to all staff and there are plans in place to check on staff wellbeing regularly including senior leaders. 	Y Y Y	<ul style="list-style-type: none"> • Our ratios for staff holding first aid and DSL qualifications are higher than recommended ratios. • Currently, all teachers including SLT, have a teaching commitment. Additional HLTAs have been appointed to support. 	1x1=1
Identify staff unable to return to school	1x1=1	<ul style="list-style-type: none"> • XXX staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls • Identify specific activities for staff who are vulnerable/shielded • Provide ongoing support for staff including wellbeing and mental health support in maintained schools. 	Y Y	<ul style="list-style-type: none"> • All staff with underlying medical conditions has been to OCH and have been given medical clearance to attend school. • One member of staff is shielding and appropriate work has been provided to be completed at home including cover for absent colleagues, NQT support and subject leader non-contact time. Guidance is referred to as appropriate. 	1x1=1

Staff are insufficiently briefed on expectations	1x1=1	<ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day to day school matters • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school • Ensure that there is a health and wellbeing policy in place and accessible to staff • Staff have been fully briefed on the action planning or local/bubble lockdown 	Y Y Y Y Y	<ul style="list-style-type: none"> • Weekly virtual staff meetings will take place. • Our Wellbeing Champion has spoken to all staff individually on several occasions. • The head teacher has had a 1:1 conversation with all staff. • Staff hours have been agreed and directed time expectations have been circulated. • There is a Covid 19 section explaining the school's expectations in the event of an outbreak in the staff handbook. 	1x1=1
10. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					

Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	1x1=1	<ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school • It is very unlikely that Covid 19 is transmitted through food. However, as a matter of good hygiene practices anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently all touch surfaces 	Y Y Y Y Y Y Y Y Y Y Y Y	<ul style="list-style-type: none"> • All areas around school are appropriately prepared including signage and floor markings. • Children remain with their designated staff for all lessons • A risk assessment of all areas is continually under review. • Support staff monitor all areas of school during toilet breaks and when the children exit and enter the building following breaktime. 	1x1=1
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	1x1=1	<ul style="list-style-type: none"> • Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used by small groups to limit the risk of cross contamination. • Arrangements are reviewed regularly. 	Y Y Y Y Y Y	<ul style="list-style-type: none"> • In all classes a 2-metre social distance cannot be maintained but furniture is arranged in line with Government guidelines. • Unnecessary furniture has been removed and appropriately stored. There are no soft furnishings in the school. 	1x1=1

Staff rooms and offices do not allow for observation of social distancing guidelines	1x1=1	<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. 	Y Y	<ul style="list-style-type: none"> • The staffroom has been prepared for social distancing. • Offices have been reconfigured so that staff do not face each other. Transparent screens have been provided where necessary. 	1x1=1
Queues for toilets and handwashing risk non-compliance with social distancing measures	2x2=4	<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to promote social distancing. • Pupils and staff know that they can only use the toilet one at a time. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils. • Children are encouraged not to touch peers. • Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils. • Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England. 	Y Y Y Y Y Y Y Y Y Y Y	<ul style="list-style-type: none"> • Portable toilets have been placed in the school playground so as to increase capacity. • There are 2 fulltime cleaners in place. All toilets are cleaned regularly throughout the day. • Hand sanitiser stations are in place in all areas of the school including outside each classroom and in all areas of the playground. • Toilet rotas are in place. • Procedures will be reviewed frequently. • Classroom displays show handwashing routines/catch it bin it/kill it process. • Children are continually reminded of the importance of personal space and transmission of germs. • There is a fulltime cleaner in place across the school and a part-time cleaner in place to work specifically with EYFS throughout the school day. • Staff procedures for using the toilet have been discussed and routines agreed. 	2x2=4

Impact of any new variants of the virus on the day to day running of the school		<ul style="list-style-type: none"> The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. Any local outbreaks of any new variant will be managed by Public Health in partnership with schools, staff and families impacted. 		•	
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	1x1=1	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. Enhanced deep cleaning prior to the wider opening of the school. An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces More frequent cleaning of rooms / shared areas that are used by different groups Working hours for cleaning staff are increased in agreement with staff. Outdoor playground equipment should be more frequently cleaned. Seek LA support to manage insufficient capacity 	Y Y Y Y Y Y Y	<ul style="list-style-type: none"> All classes have been allocated an additional adult so as to ensure supervision of toilets and handwashing in addition to frequent cleaning in classrooms. All sinks in classrooms have been lowered to increase access to handwashing. Outdoor equipment is cleaned after use. There are sterile containers across the site. 	1x1=1
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	1x1=1	<ul style="list-style-type: none"> Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u> Plans are in place to identify and clean all areas with which the symptomatic person has been in contact Sufficient and suitable equipment is available for the required clean Adequate waste disposal arrangements are in place to dispose of contaminated equipment Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean Seek support from Public Health Birmingham. Use the flowchart 	Y Y Y Y Y Y	<ul style="list-style-type: none"> All staff have received appropriate training and up to date information around cleaning of potentially contaminated areas. External companies have provided evidence of Covid compliance. A cleaning plan is in place. A contingency plan for staff absence is in place. PPE is available in all areas of school and a designated area has been identified for use in a suspected case of Covid. 	1x1=1

		<ul style="list-style-type: none"> For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained. 	Y		
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	1x1=1	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Appropriate measures to supervise effective hand washing of young children are in place Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Reinforce 'catch it, kill it, bin it' message Process in place for removing and storing of face masks when pupils and staff use them to arrive at school. 	Y Y Y Y Y	<ul style="list-style-type: none"> The school is well equipped with all materials and there is a healthy supply of all cleaning products and PPE. Posters and signage are in place throughout the school, on school gates and in the playground. Adult: ratios are good and allow for social distancing, as appropriate. 	1x1=1
Inadequate supplies and resources mean that shared items are not cleaned after each use	1x1=1	<ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff A plan is in place to clean resources which have been taken home. Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Resources that are shared between bubbles such as sports, outdoor play equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours if plastics.) Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts 	Y Y Y Y Y Y	<ul style="list-style-type: none"> Resources for classrooms have been limited. Children bring in limited resources from home In EYFS, learning resources have been chosen so that all equipment can be washed after use. There is a system in place for sterilisation of all sports equipment. All Covid related expenditure is reported at each governor meeting and through HT reports to Govs. All children have been provided with their own pack of resources. Which remains in school The Covid recovery plan was agreed with the GB strategy committee. All classrooms, offices, staffroom and corridors have a cleaning station that is replenished daily. 	1x1=1

		<ul style="list-style-type: none"> • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The governing board finance committee is aware of any additional financial commitments 		<ul style="list-style-type: none"> • The HT reports at least monthly to governors and finance is included. The school finance committee will meet again February 2021. 	
13. School level response should someone fall ill on site in line with govt guidance					
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school	1x1=1	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. Use the flowchart from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England • Staff in primary schools will be supplied with LFD test kits to test themselves twice each week. • Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. • <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements</i> 	Y Y Y Y Y Y Y Y	<ul style="list-style-type: none"> • A staff handbook is in place which identifies the action to be taken in the event of a suspected or confirmed case of Covid. • A checklist is in place in all classrooms, offices and in the staff room so that risks can be identified, and appropriate action taken. • A weekly newsletter is circulated to parents. • The Coronavirus section on the school website is regularly updated. • There is a clear procedure in place which is referred to in an outbreak. • All staff have been provided with Lateral Flow Tests and undertake tests on Wednesday and Sunday evening. Results are communicated to the School Business Manager and the Office Manager. The staff cover procedure and Remote Learning Policy will be initiated in the event of a positive case. 	1x1=1

		<p><i>will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</i></p> <ul style="list-style-type: none"> <i>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</i> 	Y		
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	1x1=1	<ul style="list-style-type: none"> School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation <p>PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</p>	Y Y Y Y	<ul style="list-style-type: none"> A designated area is in place which has a toilet, PPE and an isolation area. The isolation area is able to be supervised whilst also (where possible) maintaining social distancing. Fulltime cleaners are in place and have walkie talkies in case there is a need to contact them urgently. All classes have a walkie talkie. 	1x1=1

14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines	1x1=1	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood and communicated Sufficient PPE has been procured through normal stockist PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs Seek LA support for emergency PPE stock Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance 	Y Y Y Y Y	<ul style="list-style-type: none"> PPE is available in all classrooms, in a designated box. This is replenished every day. There is sufficient PPE in school. All members of staff have an individual bag containing PPE that is to be taken to the playground when they are supervising children. Procedures for first aid have been reviewed and communicated to staff. All first aid certificated are up to date. There is an allocated, sterile area which will be used should a child or member of staff show signs of Coronavirus. Classrooms have been set up in line with guidance from DfE. All staff have been made aware of the regulations regarding contact; this is reinforced at all staff meetings. All adults wear masks on site including parents. Face coverings are worn in all communal areas. Visors are worn by all staff when teaching. 	1x1=1

PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home	1x1=2	<ul style="list-style-type: none"> • Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 	Y Y Y Y	<ul style="list-style-type: none"> • There is a sufficient stock of PPE. • The staff handbook and parent reopening plan quote the DfE guidelines and layout our school expectations. • SLT are confident in seeking support if the need arises. • HSE advice is sought as necessary • Transparent face masks have been purchased for all teaching staff and support staff. The masks allow children to see adult facial expression and to see the adults mouth so as to aid with understanding. 	1x1=1
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	4x4=16	<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk 	Y	There is no planned building work on site.	1x1=1

		<p>assessments and method statements, and contractor induction).</p> <ul style="list-style-type: none"> Premises governing board committee is aware of planned works and associated risk assessments <p>Were BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building</p>			
Fire procedures are not appropriate to cover new arrangements	1X1=1	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals – absent fire marshals to be replaced with trained substitutes. Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Fire procedures have been fully reviewed. Additional training for all adults took place on 4/1/21. Fire marshals received additional training . Spring term (1) fire drill was effective. Fire drills scheduled for w/e 12/3/21 The school's place of safety has been contacted and reviewed for ability to socially distance. Fire marshals have been briefed and there is a procedure in place for fire marshal absence. There are 8 trained fire marshals. Availability of fire marshals is addressed by SLT during morning briefing. A white board is in place in the staff room, by the main school door and in the HT office displaying the Fire marshals on duty that day. A fire drill has taken place and procedures adapted if necessary, in line with Covid regulations. 	1X1=1
Fire evacuation drills - unable to apply social distancing effectively	1x1=2	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required 	Y	<ul style="list-style-type: none"> Muster points allow for social distancing. 	1x1=1

Fire marshals absent due to self-isolation	2x1=2	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required. 	Y Y	<ul style="list-style-type: none"> Several members of staff are fire marshal trained. SLT daily briefing reviews availability of fire marshals, first aiders, DSL and contingency plans are put into place in the event of absence. Fire marshal duties are displayed upon entry to school. 	1x1=1
Statutory compliance has not been completed due to the availability of contractors during lockdown	1x1=1	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella risks assessment up to date. Fire drills continue to be updated including management of doors open for ventilation Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing be absent to be 	Y Y Y	<ul style="list-style-type: none"> All statutory compliance checks are up to date and where compliance checks are due, these have been scheduled. 	1x1=1
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	3x2=6	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. 	Y Y Y Y Y	<ul style="list-style-type: none"> The school is operating an historical deficit budget. The school has an agreement to pay 50k back this year to reduce the deficit. The ability to repay this amount is under constant review. At this point in time, we have reclaimed Covid costs from the Covid recovery fund to the sum of £28,342 and we have received £14,790. We are currently not predicting financial difficulty. 	3x2=6

Considerations

- Nationally the [ONS analysis](#) has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.
- There doesn't appear to be any difference between ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.
- In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as **diabetes**, **kidney disease** and **high blood pressure**, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes
- The [NHS risk assessment](#) suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.
- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.
- If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on [living with someone who is shielded](#).
- It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.

Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	1x1=1	<ul style="list-style-type: none"> An equality impact assessment is undertaken for staff and pupils All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. 	Y	<ul style="list-style-type: none"> A risk assessment of all staff with underlying medical conditions has taken place. 2 members of staff are part of the BAME community, each has had a risk assessment and 1:1 individual conversation to address areas of concern. One will take place upon return to work following sick leave. All staff deemed to be clinically vulnerable or clinically extremely vulnerable have been risk assessed and OCH has been consulted, as appropriate. Public health advice has been consulted frequently and risks assessed in accordance with up to date 	1x2=2
		Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.	Y		
		<ul style="list-style-type: none"> Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff who were considered to be clinically extremely 	Y		

		<ul style="list-style-type: none"> vulnerable and received a letter should not attend work but should work from home if possible. Seek advice from Occupational Health Service 	Y Y	<p>guidance.</p> <ul style="list-style-type: none"> Parents have been consulted and individual advice given, where appropriate. 	
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.		<ul style="list-style-type: none"> No. of BAME staff No. of BAME staff risk assessed and requiring to remain shielded at home No. of BAME staff able to return but requiring additional support Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 	Y Y Y Y Y Y Y	<ul style="list-style-type: none"> Weekly staff meetings discuss well-being. Staff have been signposted to courses focussing on mental wellbeing. A list of websites and resources is available on the school Covid 19 section of the school website. HT reports to governors include details of staff wellbeing. HT met with all staff 1:1 to address concerns if necessary. 	1x1=1
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	2x1=2	<ul style="list-style-type: none"> No of BAME pupils No of BAME pupils risk assessed and requiring to remain shielded at home No of BAME pupils able to return but requiring additional support There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided. Signpost parents to published risk assessment Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. 	Y Y Y Y Y Y	<ul style="list-style-type: none"> All children with underlying medical conditions, including Asthma have been risk assessed. Parents have been contacted by the FSW, to find out the current medical situation and to remind parents about inhalers upon return to school. Allergy training was updated 4/1/21. 	2x2=4

17. Work with other school-based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	1x1=1	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Reference to an <u>addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval. 	Y Y Y	<ul style="list-style-type: none"> All safeguarding policies are in place. Fire procedures have been evaluated and all policies have been reviewed. All school policies have been reviewed. The new safeguarding policy was approved by Governors September 2020 at the FGB meeting. All staff have undertaken annual safeguarding training. Allergy training and fires safety training has been undertaken 4/1/21. 	1x1=1
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	1x1=1	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school including any Early Years and Resource Base provision When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Y	<ul style="list-style-type: none"> All areas of school are regularly risk assessed. A daily site walk is undertaken. The SBM monitors the actions from risk assessments. All equipment is risk assessed both for compliance and for effective cleaning in line with Covid regulations. SLT are responsible for daily walks to monitor playground, lunchtime procedures. 	1x1=1

18. Home to School Transport

Urban Transport Group released a briefing May 2020 requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.

Keys points include:

- Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.
- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.
- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably.

The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. <http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19>

Pick up and drop off times	2x2=4	<ul style="list-style-type: none"> As per Government guidance: <ul style="list-style-type: none"> ➤ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend ➤ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) ➤ make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) ➤ talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful In addition: <ul style="list-style-type: none"> Consider opening school gates earlier so parents can socially distance. Encourage parents not to gather at entrance gates and doors or enter the site unless they have a prearranged appointment. Encourage only one parent /carer/childminder to drop or collect at allocated pick up and drop off times. Stagger start and finish times to ease pavement congestion Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits. If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits. 	Y	<ul style="list-style-type: none"> A staggered start and end of the school day has been implemented. Socially distancing lines are placed in all areas of school. A drop and go system is in place at both entrances every morning. We have enquired about implementing a car free zone and have been advised to apply in the next round of applications. Social distancing lines have been painted outside of the school gates. Social distancing banners have been placed on the school fences. Signage around the school is effective. We have implemented a one-way system in the school playgrounds. The school minibus will not be used. There are sterile bins in place at all entrances to school for safe disposal of face masks. There are hand sanitising facilities at the entrances to all areas of the site and outside of classrooms. There are labelled, sterile bins in place in all areas of the school where PPE, tissues, paper towels are to be discarded. All adults wear a mask on site. 	1x1=1
----------------------------	-------	--	---	--	-------

		<ul style="list-style-type: none"> If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. Pupils/staff must wash their hands/use hand sanitiser on boarding and on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. 			
Children arriving late as a result of journey to school	3x2=6	<ul style="list-style-type: none"> As per <u>Government guidance</u>: <ul style="list-style-type: none"> ➤ Children, young people and parents are encouraged to walk or cycle where possible ➤ ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> ➤ ensure that transport arrangements cater for any changes to start and finish times In addition: <ul style="list-style-type: none"> Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. Ensure that transport arrangements cater for any arrangements to start and finish times Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further 	Y	<ul style="list-style-type: none"> The school travel plan has been reviewed. Travel to School guidelines has been circulated to parents. The weekly newsletter advises parents about the use of public transport and safe to school journeys, including; walking, riding a bike, scooter to school. We have applied to become a car free zone. 	1x1=1

		<p>information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</p> <ul style="list-style-type: none"> • Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. • For further information and guidance regarding any of the above points see: • www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk 	Y Y Y		
Travel anxiety for new starters to secondary school	2x2=4	<ul style="list-style-type: none"> • West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. All are available via this link. • For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys: Travelling Safely on bus (social distancing) Travelling Safely on Metro (social distancing) Getting through train stations (social distancing) 	Y Y	<ul style="list-style-type: none"> • As part of the transition to secondary school (July 2020), the use of public transport was discussed, and concerns addressed. • Parents have been consulted and children/parents have been signposted to relevant literature and connected media. 	1x1=1
19. Contingency planning for local lockdown					
No plan in place if an outbreak or local lockdown should occur	2x4=8	<ul style="list-style-type: none"> • School Business Continuity Plan has been updated • Proposed resourcing model is in place should lockdown and partial or full closure be required • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. 	Y Y Y	<ul style="list-style-type: none"> • Governor Continuity Plan has been reviewed. • School Improvement Plan has a Covid 19 recovery section. • Remote learning is fully in place . • A vulnerable child and key worker list have been implemented. • A SLT rota is in place 	1x1=1

		<ul style="list-style-type: none"> Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak. Preparation for learning continuity in the event of local or bubble lockdown (added in v4) <ul style="list-style-type: none"> Blended learning offer to support continued delivery. Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND. <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4 <p>https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> Information and guidance have been shared to support parents and carers of children who are learning at home <p>https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)</p> <ul style="list-style-type: none"> Resumption of original Risk Assessment to consider phased opening as appropriate Parents have been informed of the school's procedures for local/bubble lockdown Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2021. 	Y		<p>children have received training in how to access.</p> <ul style="list-style-type: none"> A remote learning policy is in place. MS teams has been implemented and staff have ensured that all children have log in. Work is also circulated by a text message via PING daily Staff handbook has been updated to reflect new guidance in preparation for a local or partial lockdown. Resources are in place for immediate lockdown. All parents have received information regarding lockdown procedure. A plan is in place to ensure children entitled to free school meals will receive vouchers in line with DfE directive. Remote learning packages have been distributed to all children. 	
--	--	--	---	--	--	--

--	--	--	--	--	--